



The Learning Institute

Supporting peer and self assessment

Overview

This CPD task seeks to help TAs and other practitioners to understand how peer and self assessment can be effectively used in the classroom to support learning.

Target audience

Teaching Assistant +

Duration

Approximately 1 hour

The Learning Institute provides opportunities for individuals and communities through high quality education, training and research programmes that challenge personal barriers and promote social inclusion. To find out more, please get in touch.

Introduction

Very often in your role you may be required to support the children and young people that you work with in undertaking peer and self assessment activities, or possibly this is a form of assessment that you are unfamiliar with.

Research suggests that peer and self assessment are important strategies when supporting learning for all ages, providing opportunities to enhance and consolidate understanding, give ownership of the learning, promote autonomy and help to develop social skills. However, its effectiveness can be limited when peer and self assessment activities are not appropriately planned and carried out.

This CPD will help you understand what is meant by the terms peer and self assessment, and the potential impact that it can have on learner progress. It will also introduce you to some key features of peer and self assessment with suggestions as to how these strategies might be implemented within the learning environment. Finally, you will be given the opportunity to reflect upon your own role in supporting these activities within your own professional practice.

Objectives

- To understand the impact of peer and self assessment: what, and why?
- To know some strategies that can support peer and self assessment
- To support personal reflection on the use of peer and self assessment

Resources

Pen and paper for note taking

Internet access to following:

- Dylan Wiliam video clip, available at: <https://www.youtube.com/watch?v=YtP4X5VIs9Y>
- Institute of Education research article summary: The benefits of peer learning, available at: <https://www.beib.org.uk/page/5/>
- NFER guide to peer and self assessment, available at: https://www.nfer.ac.uk/media/3113/self_and_peer_assessment.pdf
- Shirley Clarke on peer and self assessment in the classroom video clip, available at: https://www.youtube.com/watch?v=DGNp0AJte_c

Task 1: Peer and self assessment - definition and impact

This task will help you to understand what peer and self assessment are, and their potential impact on learning.

What is peer and self assessment?

Peer and self assessment, where learners assess each other and themselves, can encourage learners to take greater responsibility for their learning, for example, by encouraging engagement with assessment criteria and reflection of their own performance and that of their peers. Through this, learners can learn from their previous mistakes, identify their strengths and weaknesses and learn to target their learning accordingly. Getting learners to become more active in their learning in this way can help to alter the perception of learning as being a passive process whereby learners listen to you and absorb the information in order to regurgitate during a subsequent assignment. If learners are participants rather than 'spectators', they are more likely to engage with their learning.

What is the impact on pupil progress?

Watch the video clip of Professor Dylan Wiliam talking about peer and self assessment, available at <https://www.youtube.com/watch?v=YtP4X5VIs9Y>

Make notes on the following:

- How does Wiliam define self and peer assessment? (In this section he talks very fast: it will help to pause the video)
- What benefits does he identify for learner progress?
- Wiliam suggests that learners can be 'tougher' in their feedback than teachers: what implications might this have when planning and delivering peer assessment activities?

Wiliam suggests that using peer assessment can develop learner understanding. Now read the brief summary of a research article (*The benefits of peer learning*) available at <https://www.beib.org.uk/page/5/>.

- How does this summary support Dylan Williams' statements about the impact of peer assessment on learning? (The link on this page will take you to the full article if you want to read more about this)

Task 2: How can peer and self assessment be used successfully?

Task 1 will have given you a broad understanding of what peer and self assessment are, and the impact that they can have when used effectively on learning. To deepen this knowledge and understanding, read the guidelines written by the National Foundation for Educational Research (NFER), which can be found at https://www.nfer.ac.uk/media/3113/self_and_peer_assessment.pdf

As you read, construct a mind map of the points that the NFER make about the use of peer and self assessment (you can use any note-taking technique, but mind maps can be very effective in helping you to condense your notes and identify key points. If you are unfamiliar with this note-taking technique, there are many 'how to' guides on YouTube.)

Now watch the video clip of Shirley Clarke offering two very different strategies for peer assessment, available at: https://www.youtube.com/watch?v=DGNp0AJte_c.

- What link does Clarke see between peer assessment and learner progress?
- What form of peer assessment is being used in the Reception class?
- What form of assessment is being used in the Key Stage 2 class?
- Could these strategies be used, or adapted to be used, in your professional placement?
How might you support the use of these two strategies with the children and young people that you work with?

Task 3: Reflection on learning

Note down your responses to the following questions:

- What knowledge did I already have that has been refreshed by this CPD?
- How has this CPD developed my knowledge and understanding?
- How can I apply what I now know to my practice?
- Consider how you can record your goals/targets so that you will make use of them when you are able to return to the classroom.

Sources

Education Scotland (2016) *Dylan William: Self and Peer Assessment*. 27 July. Available at: <https://www.youtube.com/watch?v=YtP4X5VIs9Y> (Accessed: 9 April 2020)

Institute for Effective Education (2020) *The impact of peer assessment on academic achievement*. Available at: <https://www.beib.org.uk/page/5/> (Accessed: 9 April 2020)

National Foundation for Educational Research (no date) *Brushing up on assessment: Self and Peer Assessment*. Available at: https://www.nfer.ac.uk/media/3113/self_and_peer_assessment.pdf (Accessed: 9 April 2020)

OER4Schools (2013) *Shirley Clarke: Self/peer/teacher feedback*. 1 November. Available at: https://www.youtube.com/watch?v=DGNp0AJte_c (Accessed: 9 April 2020)

Further reading

EDCHAT (2013) *Boost your teaching: peer to peer assessment*. 8 July. Available at: <https://www.youtube.com/watch?v=UG5iK7TMRuU> (Accessed 9 April 2020) [A strategy for peer assessment in a secondary school]

Gershon, M. (2017) *Peer and Self Assessment Guide*. Available at: <https://www.tes.com/teaching-resource/peer-and-self-assessment-guide-6024930> (Accessed 9 April 2020)

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